



Foxborough Regional Charter School

Finance and Facilities

Published on October 5, 2026 at 11:03 AM EDT

Date and Time

Wednesday October 7, 2026 at 7:45 AM EDT

Meeting Format

Whether in person or online, the public is welcome to attend Board/Committee Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board/Committee Chair. All meeting Agendas are posted on the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

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<https://foxboroughrcs-org.zoom.us/j/81832478545?pwd=yhcyFOgTnWB5uCqgah8kR2qazA5CER.1>

Agenda

	Purpose	Presenter	Time
I.	Opening Items		7:45 AM

	Purpose	Presenter	Time
A. Record Attendance	Discuss	Matthew Yezukevich	1 m
B. Call the Meeting to Order	Discuss	Matthew Yezukevich	1 m
C. Privilege of the Floor	Discuss	Matthew Yezukevich	1 m
II. Finance & Facilities			7:48 AM
A. Capital Planning Initiatives	Discuss	Lesly Michelot	20 m
III. Other Business			8:08 AM
A. Approve Minutes	Approve Minutes	Matthew Yezukevich	11 m
<i>Executive Session</i>		<i>Regular Minutes</i>	
March 4, 2024		December 17, 2025	
March 19, 2024		December 18, 2025	
March 22, 2024		January 9, 2026	
June 11, 2024		February 6, 2026	
		February 13, 2026	
		March 6, 2026	
		April 7, 2026	
		April 16, 2026	
		May 1, 2026	
		May 12, 2026	
		June 5, 2026	
		September 3, 2026	
IV. Closing Items			8:19 AM
A. Adjourn Meeting	Vote	Matthew Yezukevich	1 m

The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Capital Planning Initiatives

Section:	II. Finance & Facilities
Item:	A. Capital Planning Initiatives
Purpose:	Discuss
Submitted by:	
Related Material:	CURRENT - FRCS 15-Year Capital Plan (updated 9-28-26).xlsx FRCS Facilities and Program Planning.docx FRCS_Staff_Surveys_Build_Sheets_Revised_v2 1.docx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

CURRENT - FRCS 15-Year Capital Plan (updated 9-28-26).xlsx

FRCS Facilities and Program Planning

Working Outline

September 2026 | Draft for discussion

Planning framework

For this work, we will use the MSBA planning process as the basic framework. Although FRCS cannot access MSBA funding or resources, the process itself provides a solid and well established structure for school facilities planning. We will adapt it to fit FRCS rather than attempt to follow it step by step. The immediate focus will be on gathering the right information, understanding our educational and facility needs, looking at how we are using the space we already have, and developing realistic options before determining what should move into long range capital planning.

Working planning structure

Phase 1 | Gather the evidence

Purpose: Build a common picture of where we are before defining projects or solutions.

- Existing lifecycle and capital needs already on our radar
- Building condition and day-to-day experience for students and staff
- Current academic/program needs and possible future needs
- Functional capacity and utilization: how rooms and buildings are actually being used
- Enrollment, waitlists, open seats, and family demand where relevant
- Financial context and the level of capital FRCS can realistically support

Phase 2 | Interpret the evidence and narrow the work

Purpose: Move from information gathering to the questions that need deeper work.

- Identify the strongest themes, gaps, and areas that need additional study
- Separate lifecycle/condition needs from program or opportunity questions
- If the evidence raises academic or program questions, narrow that work to a smaller core leadership group
- Where the evidence raises academic or program questions, begin defining what FRCS wants students to be able to experience and do and what that may require from curriculum, staffing, technology, scheduling, and space

Phase 3 | Develop and test options

Purpose: Determine what the evidence points toward before assuming a capital project is the answer.

- Test better use of existing space, scheduling, furniture, technology, partnerships, shared/off-site space, renovation, or construction
- Look at educational value, building impact, functional capacity, affordability, and implementation challenges
- Bring in Terva or other technical support only if and when the work requires it
- Develop a small number of realistic options rather than a long wish list
- Sequence options across multiple years rather than assembling them into a single capital request

Phase 4 | Priorities and long-range capital direction

Purpose: Translate the work into priorities that can inform FRCS capital planning and Board discussion.

- Identify recommended priorities and sequencing
- Develop cost information only after an option is real enough to price
- Stage recommended work across fiscal years, sized to what FRCS can support annually
- Connect approved priorities to the existing capital plan rather than create a competing capital document
- Bring Board-level decisions forward when there is enough educational, facilities, capacity, and financial evidence to support them, and when the timing works for the organization

If the work moves into a capital project

The first four phases are focused on getting us from information gathering to a clear capital direction. If that work results in a project FRCS wants to move forward, the process would continue into project development and implementation.

- Develop the preferred option far enough to establish scope, cost, and schedule
- Determine the funding approach and Board authorization needed
- Complete design and engineering, then move through bidding and construction
- Close out the project and evaluate whether the completed work accomplished what we expected
- If Terva is engaged during the planning work and the process moves into a capital project, they would likely continue as OPM, with architects, engineers, and other technical partners added as the scope requires

Current work underway

Workstream	Current status / thought
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Enrollment / withdrawal analysis	Initial analysis completed; useful context, not the sole driver.
Staff surveys	Draft ES, MS, and HS instruments built for leadership review.
Family input	Draft Grade 8 and Grades 4-5 instruments built; use only if they test a question we want answered.
Facilities / condition	Existing capital and lifecycle information still needs to be organized into the broader plan.
Functional capacity	Not yet built; should show how rooms and specialized spaces are actually being used.
Academic / program review	Not yet defined; becomes more important after the first evidence is gathered.
Outside support	Not committed; could be limited later if the E Team sees value.

Still open / not decided

- How broad the first phase should be and how quickly we want to move
- Which evidence is essential now versus useful later
- At what point the work should narrow from broad input to a smaller planning structure
- Whether and when outside planning support, a formal prioritization rubric, or recurring Board reporting would add value
- How to pace this work alongside the other major priorities the E Team is carrying
- How this work connects to the FRCS strategic plan, so that facilities and program priorities support the strategic direction rather than run alongside it

FRCS Staff Surveys

Google Forms build sheets | Working draft, revised

FRCS Elementary School Staff Survey

FRCS is gathering staff input as part of long-range facilities and program planning. We want to understand what works well, what gets in the way, and what students need from our buildings in the future. Nothing has been selected and this is not a vote on a project. This takes about five minutes and responses are anonymous.

Q1. What best describes your role? *(Multiple choice, required)*

- Classroom teacher
- Specialist / related arts
- Student support / special education
- Instructional support / paraprofessional
- School leadership / administrative
- Operations / support
- Other

Q2. Which building or space issues most interfere with the day-to-day experience of students or staff? *(Checkboxes, required)*

- Temperature / comfort
- Noise / acoustics
- Lighting / daylight
- Bathrooms
- Furniture / room flexibility
- General physical condition / finishes
- Storage
- Technology / power / data access
- Cleanliness
- Room size / layout
- Small-group / student-support space
- Playground, PE, movement, and recess space
- Arts, music, or other specialized classroom space
- Windows / ability to open them / access to fresh air
- None of these is a significant problem
- Other

Select no more than three. Set this in Forms under Response validation, not as text only.

Q3. How well does the current playground and outdoor play area meet student needs? *(Multiple choice, required)*

- Very well
- Mostly well
- Somewhat
- Not well
- I am not familiar enough to say

Q4. How well do the current indoor spaces support physical education and movement? *(Multiple choice, required)*

- Very well
- Mostly well
- Somewhat
- Not well
- I am not familiar enough to say

Q5. In the spaces you use, how often does the inability to open windows or get fresh air affect comfort or use of the space? *(Multiple choice, required)*

- Never
- Rarely
- Sometimes
- Often
- Not sure / not applicable

Q6. What does the current Elementary School building most often make difficult to do well? *(Multiple choice, required)*

- Flexible grouping / centers
- Small-group intervention / student support
- Hands-on science / STEM / project work
- Movement, play, physical education, and recess
- Arts / music / specials
- Student collaboration outside the classroom
- Private meetings with students or families
- Storage / organization of materials
- Nothing significant
- Other

Q7. What space, feature, or part of the building currently works especially well and should be preserved or built on? *(Paragraph, optional)*

Q8. Looking ahead 5 to 10 years, which student learning experiences should the Elementary School be better able to support? *(Checkboxes, required)*

- More flexible classroom learning
- Stronger small-group / intervention support
- Hands-on science / STEM
- Technology access and digital learning
- Movement, play, physical education, and outdoor learning
- Arts / music / specials
- Better student-support / family meeting space
- Other

Select no more than three. Set this in Forms under Response validation.

Q9. If FRCS could address only ONE type of need at the Elementary School first, which should come first? *(Multiple choice, required)*

- Classroom flexibility / furniture
- Small-group / student-support spaces
- Science / STEM / hands-on learning
- Technology / computer-learning space
- Playground, PE, and movement spaces
- Arts / music / specials
- Bathrooms / corridors / lighting / finishes
- Storage / organization
- I am not sure

Q10. If your first priority were addressed, which ONE of the other areas could reasonably wait longer? *(Multiple choice, required)*

- Classroom flexibility / furniture
- Small-group / student-support spaces
- Science / STEM / hands-on learning
- Technology / computer-learning space
- Playground, PE, and movement spaces
- Arts / music / specials
- Bathrooms / corridors / lighting / finishes
- Storage / organization
- I would not postpone any of these

- I am not sure

Please do not select the same option you selected in Q9.

Q11. Is there a specific space we should look at more closely during the planning process? If so, what should we understand about it? (Paragraph, optional)

Q12. What is one thing we have not asked that FRCS should understand before making future facility or program decisions? (Paragraph, optional)

FRCS Middle School Staff Survey

FRCS is gathering staff input as part of long-range facilities and program planning. We want to understand what works well, what gets in the way, and what students need from our buildings in the future. Nothing has been selected and this is not a vote on a project. This takes about five minutes and responses are anonymous.

Q1. What best describes your role? (Multiple choice, required)

- Classroom teacher
- Specialist / related arts
- Student support / special education
- Instructional support / paraprofessional
- School leadership / administrative
- Operations / support
- Other

Q2. Which building or space issues most interfere with the day-to-day experience of students or staff? (Checkboxes, required)

- Temperature / comfort
- Noise / acoustics
- Lighting / daylight
- Bathrooms
- Furniture / room flexibility
- General physical condition / finishes
- Storage
- Technology / power / data access
- Cleanliness
- Room size / layout
- Small-group / student-support space
- Student common / collaboration space
- Athletic, PE, recess, and outdoor activity facilities
- Arts, music, or other specialized classroom space
- Windows / ability to open them / access to fresh air
- None of these is a significant problem
- Other

Select no more than three. Set this in Forms under Response validation.

Q3. How well do the current athletic and outdoor facilities support physical education and student activities? (Multiple choice, required)

- Very well
- Mostly well
- Somewhat
- Not well
- I am not familiar enough to say

Q4. In the spaces you use, how often does the inability to open windows or get fresh air affect comfort or use of the space? *(Multiple choice, required)*

- Never
- Rarely
- Sometimes
- Often
- Not sure / not applicable

Q5. What does the current Middle School building most often make difficult to do well? *(Multiple choice, required)*

- Flexible grouping / collaborative instruction
- Small-group intervention / student support
- Hands-on science / STEM / project work
- Technology / coding / computer-based learning
- Arts / music / performance
- Physical education, athletics, and recess
- Student collaboration outside classrooms
- Clubs / activities / community-building
- Private meetings with students or families
- Nothing significant
- Other

Q6. What space, feature, or part of the building currently works especially well and should be preserved or built on? *(Paragraph, optional)*

Q7. Looking ahead 5 to 10 years, which student learning experiences should the Middle School be better able to support? *(Checkboxes, required)*

- Hands-on science / STEM
- Technology / coding / computer science
- Collaborative project work
- Arts / music / performance
- Athletics and physical education
- Student common / collaboration experiences

- Intervention / student support
- Clubs / enrichment / after-school activities
- Other

Select no more than three. Set this in Forms under Response validation.

Q8. If FRCS could address only ONE type of need at the Middle School first, which should come first? (Multiple choice, required)

- Classroom flexibility / furniture
- Small-group / student-support spaces
- Science / STEM / hands-on learning
- Technology / computer-learning space
- Student common / collaboration space
- Arts / music / performance
- Athletic, PE, and outdoor activity facilities
- Clubs, enrichment, and activity space
- Bathrooms / corridors / lighting / finishes
- I am not sure

Q9. If your first priority were addressed, which ONE of the other areas could reasonably wait longer? (Multiple choice, required)

- Classroom flexibility / furniture
- Small-group / student-support spaces
- Science / STEM / hands-on learning
- Technology / computer-learning space
- Student common / collaboration space
- Arts / music / performance
- Athletic, PE, and outdoor activity facilities
- Clubs, enrichment, and activity space
- Bathrooms / corridors / lighting / finishes
- I would not postpone any of these
- I am not sure

Please do not select the same option you selected in Q8.

Q10. Is there a specific space we should look at more closely during the planning process? If so, what should we understand about it? (Paragraph, optional)

Q11. What is one thing we have not asked that FRCS should understand before making future facility or program decisions? (Paragraph, optional)

FRCS High School Staff Survey

FRCS is gathering staff input as part of long-range facilities and program planning. We want to understand what works well, what gets in the way, and what students need from our buildings in the future. Nothing has been selected and this is not a vote on a project. This takes about five minutes and responses are anonymous.

Q1. What best describes your role? *(Multiple choice, required)*

- Classroom teacher
- Specialist / related arts
- Student support / special education
- Instructional support / paraprofessional
- School leadership / administrative
- Operations / support
- Other

Q2. Which building or space issues most interfere with the day-to-day experience of students or staff? *(Checkboxes, required)*

- Temperature / comfort
- Noise / acoustics
- Lighting / daylight
- Bathrooms
- Furniture / room flexibility
- General physical condition / finishes
- Storage
- Technology / power / data access
- Cleanliness
- Room size / layout
- Small-group / student-support space
- Student common / collaboration space
- Sports fields / outdoor athletic facilities
- Arts, music, or other specialized classroom space
- Windows / ability to open them / access to fresh air
- None of these is a significant problem
- Other

Select no more than three. Set this in Forms under Response validation.

Q3. How well do the current sports fields and outdoor athletic facilities support student athletic and program needs? *(Multiple choice, required)*

- Very well
- Mostly well
- Somewhat
- Not well
- I am not familiar enough to say

Q4. What does the current High School building most often make difficult to do well? *(Multiple choice, required)*

- Flexible grouping / collaborative instruction
- Small-group intervention / student support
- Hands-on science / laboratory / project work
- Technology / coding / AI / computer-based learning
- Career-connected / applied learning
- Arts / music / media / performance
- Student collaboration outside classrooms
- College / career / internship advising
- Private meetings with students or families
- Athletics / outdoor sports programming
- Nothing significant
- Other

Q5. What space, feature, or part of the building currently works especially well and should be preserved or built on? *(Paragraph, optional)*

Q6. Looking ahead 5 to 10 years, which student learning experiences should the High School be better able to support? *(Checkboxes, required)*

- Advanced / hands-on science
- Technology / coding / AI / computer science
- Career-connected or applied learning
- Collaborative project work
- Arts / music / media / performance
- College-credit / advanced coursework
- Internships / employer-connected experiences
- Student support / advising
- Student common / collaboration experiences
- Athletics / outdoor sports opportunities
- Other

Select no more than three. Set this in Forms under Response validation.

Q7. Are there programs, courses, or student opportunities you believe FRCS should explore that we do not currently offer, or cannot offer well because of our current program or facilities? (Paragraph, optional)

Q8. If FRCS could address only ONE type of need at the High School first, which should come first? (Multiple choice, required)

- Classroom flexibility / furniture
- Small-group / student-support spaces
- Science / laboratory spaces
- Technology / computer science / coding / AI
- Student common / collaboration space
- Career-connected / applied-learning spaces
- Arts / music / media / performance
- Sports fields / outdoor athletic facilities
- Bathrooms / corridors / lighting / finishes
- I am not sure

Q9. If your first priority were addressed, which ONE of the other areas could reasonably wait longer? (Multiple choice, required)

- Classroom flexibility / furniture
- Small-group / student-support spaces
- Science / laboratory spaces
- Technology / computer science / coding / AI
- Student common / collaboration space
- Career-connected / applied-learning spaces
- Arts / music / media / performance
- Sports fields / outdoor athletic facilities
- Bathrooms / corridors / lighting / finishes
- I would not postpone any of these
- I am not sure

Please do not select the same option you selected in Q8.

Q10. Is there a specific space we should look at more closely during the planning process? If so, what should we understand about it? (Paragraph, optional)

Q11. What is one thing we have not asked that FRCS should understand before making future facility or program decisions? (Paragraph, optional)

Build and analysis notes

- Use Forms' built-in "Other" option rather than listing Other as a choice, so the write-in text is captured.
- The three-item caps on the checkbox questions must be set under Response validation. Text alone will not enforce them.
- Forms cannot prevent someone from repeating their Q8 answer in Q9. Decide in advance whether to clean those responses or report them as received.
- Score the priority pair rather than counting it. First choice 3 points, could wait minus 1 point. "I am not sure" and "I would not postpone any of these" are findings rather than non-answers and should be reported as counts.
- The Middle School and High School share a building. Condition results from those two instruments describe the same physical plant from two vantage points, so differences between them reflect how each program experiences the space rather than differences between buildings. The Elementary School is the only genuinely separate comparison.
- Set the minimum response rate before looking at results. Fifty percent per building is a reasonable bar.